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ABSTRACT

Both of the reports contained in this document provide information on Glendale Community College's (GCC's) staff development plan, including information on ongoing efforts and special intensified programs supported by Assembly Bill (AB) 1725 funding. The first report reviews the college's plans to use AB 1725 to supplement ongoing efforts to respond to the changing professional needs of instructional, administrative, and classified employees. The report explains that while GCC already offers in-service activities focusing on instruction, research, publication, team building, strategic planning, governance, campus operations, and outreach programs, the AB 1725 monies enhance these activities through the funding of consultants, lectures, conferences, seminars, and retreats. The report also describes the methods and results of a November 1988 staff development survey, which pointed to the need for: (1) instructor training across the curriculum for teaching oral and written communication skills to students with limited English skills; (2) instructor training for teaching critical thinking skills across the curriculum; (3) increased conference attendance to obtain new ideas for classroom use; (4) training in public relations; (5) overall awareness of cultural diversity; (6) in-service training for evening and off-site adjunct faculty; (7) computer literacy; (8) advanced technological training; (9) affirmative action training; and (10) wellness programs. Finally, the report presents the schedule of activities developed in response to identified needs. The needs assessment survey instrument is appended. The second report, "Staff Development Program, 1989-90" examines the scope of the program; discusses the role of the staff development officer and advisory subcommittee; and lists lectures, courses, in-service credit opportunities, grants, outreach programs, retreats, seminars, conferences, and tuition support options. Appendixes include application forms and additional details on particular events. (VVC)

ED311970

AB 1725: HUMAN RESOURCES DEVELOPMENT PLAN FOR THE PERIOD FEBRUARY 1-JUNE 30, 1989

and

STAFF DEVELOPMENT PLAN, 1989-90

Sharon D. Scull
Glendale Community College

June 1989

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AB 1725
HUMAN RESOURCES DEVELOPMENT PLAN

for the period February 1 - June 30, 1989

John A. Davitt
Superintendent/President

Board of Trustees:
Rae Berry
Robert K. Holmes
Phillip C. Kazanjian
Dr. Kenneth N. Sweetnam
Ted W. Tiffany

Sharon D. Scull
Staff Development Officer

January 13, 1989
Revised May 1, 1989

AB 1725 HUMAN RESOURCES DEVELOPMENT PLAN

for the period
February 1 - June 30, 1989

Introduction and Rationale

For the past several years, Glendale Community College (GCC) has made a substantial financial commitment to comprehensive staff development activities. The college intends to continue that commitment; thus, AB 1725 funds will be used to supplement, not supplant, the activities described in *Staff Development Program* (October 1988) on file with this plan. The AB 1725 human resources development plan is based on results of a needs assessment sent to all employees. Planned activities are fully integrated with the existing district program. Members of the Staff Development Advisory Subcommittee (see Appendix 1) work together to determine the thrust of the program. Major goals of staff development activities at GCC are to maximize student outcomes through greater support of the instructional process, increased communication across academic and assignment disciplines, expanded awareness of cultural diversity, improved organizational dynamics, enriched college community, and heightened employment satisfaction.

Scope of the Plan

Both the on-going district program and the AB 1725 human resources development plan are designed to respond to the changing professional needs of instructional, administrative, and classified employees. Appropriate activities are offered to promote positive and productive interaction among all staff members with the ultimate purpose of improving instructional delivery services and enhancing the educational experiences of all students. The district program already offers in-service activities that are integrated with long-range campus goals and aims, including instruction, research, publication, team building, strategic planning, governance, campus operations, and outreach programs. The AB 1725 plan provides for intensification of many of these activities through funding of consultants, lecturers, conferences, seminars, and retreats. In addition, AB 1725 funds allow the college to offer more support to employees for retraining or upgrading of knowledge or skills.

AB 1725 Staff Development Needs Assessment

A staff development needs assessment instrument (Appendix 2) was distributed to all employees November 27, 1988. The instrument addressed all nine categories authorized by AB 1725 and included 35 general activities within those categories. Respondents evaluated activities as (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; or (e) don't know. The top five items by the percentage of the group ranking them as "essential" are shown in Appendices 3 (overall), 4 (classified staff and contract faculty), and 5 (administrative staff and adjunct faculty, neither of which was a representative sample). The number of items rated "essential" by 30% or greater of each group were 10 by the overall group, 5 by classified staff, 11 by administrators, 23 by contract faculty, and 6 by adjunct faculty.

The Advisory Subcommittee met December 8, 1988, to review preliminary results; members agreed that the AB 1725 Human Resources Development Plan should respond to the top five

needs identified overall and also reflect as many as possible of the needs specified by each constituency group, with emphasis on representative samples.

Goals and Objectives - Needs to Be Addressed with AB 1725 Funding during Spring 1989

(For reference, goals are identified in **bold-faced print** as they were listed and in the order of their appearance on the needs assessment instrument, Appendix 2. Objectives are shown in *italicized print*, and activities that fulfill those objectives are shown in ***italicized bold-faced print.*** A budget cost breakdown of activities is shown in Appendix 6, and a timeline of scheduled activities appears in Appendix 7.)

Area I: Improvement in Teaching

4. *Instructor training across the curriculum in teaching oral and written communication skills to students with limited English*
#2 overall

Overall, 41.2% of all respondents (and 48.2% of all contract faculty) felt it was essential that instructors across the curriculum receive training to help students with limited English develop better oral and written communication skills. (Many adjunct faculty teach English as a Second Language in both credit and non-credit programs, which may explain their 38.4% essential rating.) Such training would not only help instructors to respond to the Title V writing requirements but also to conduct courses much more efficiently since students' communication abilities would be improved in *all* disciplines. ***An introductory in-service course will be offered in March. An in-service series in teaching oral and written communication skills as they apply to all disciplines will be developed during the spring semester for Fall 1989 offering. One component of the Critical Thinking Mini-Retreat will cover teaching of written communication skills.***

5. *Instructor training in teaching critical thinking skills across the curriculum*
#4 overall

Although 34.9% of all respondents rated training in teaching critical thinking as essential, neither contract faculty nor administrators placed this category in the top five (although both placed it in the second five). However, adjunct faculty rated it fifth. In September, Staff Development offered an eight-hour workshop, "All You Ever Wanted to Know About Critical Thinking," which examined definition, theory, application, and preparation of essay topics. ***A modified version of this workshop, especially geared to non-liberal arts instruction, will be offered in February. A Saturday Mini-Retreat that will be offered in April for adjunct faculty is described in Area IV., 20.***

8. *Increased conference attendance to obtain new ideas for classroom use*
#2 contract faculty

For decades, faculty travel has been extremely limited. Although instructors have been very resourceful in sharing ideas through in-house lecture series, and they have gained new insights from visiting lecturers, they have never been able to enjoy the benefits afforded by exchanges of information gained from visiting other campuses or attending national conferences. The

GCC staff development program includes some conference funds, which are used for retreats, off-campus seminars, workshops, and retraining, as well. AB 1725 funds will triple the amount available for such purposes. ***In March, several presentations are scheduled for the Association of California Community College Administrators (ACCCA). In April, David Gottshall will offer a two-day "Great Teachers Retreat" for 30 participants. In May, staff members who have submitted proposal presentations will attend the Eleventh National Institute for Staff and Organizational Development (NISOD) conference in Austin, Texas. Instructional Divisions Chairs will attend a consultant-led management training retreat, "Creating and Controlling Change." In June, faculty and administrators will attend and make presentations at "Rethinking the Curriculum: A Conference on Integrated Interdisciplinary Education," which Glendale Community College is co-sponsoring with San Diego State University; University of California, San Diego; University of San Diego; and California State Polytechnic University, Pomona (in June). Travel and conference attendance will be available to all staff throughout the spring semester.***

Area IV: Retraining to Meet Changing Institutional Needs

17. Training in public relations for staff with frequent public contact
#2 administrators, #6 classified staff, #9 contract faculty, #7 overall

An image marketing program can help the college to accomplish the important goal of improving its community profile. All employees (faculty, administration, and classified staff) who meet the public can benefit from such an effort. Since faculty and administrators will attend other off-campus retreats and seminars funded by AB 1725, and since classified staff have the most frequent public contact (outside the classroom), the first program will examine classified staff members' roles as ambassadors for the college. ***An off-campus, consultant-led mini-retreat on marketing the college image will be held in April.***

18. Cultural Diversity Awareness
#3 overall

Heightened awareness of the cultural diversity of our student body and community was rated essential by 37.2% of all respondents; however, administrators (50.0%) and contract faculty (48.2%) saw an even greater need for training in this area. The district funded program presented a general intercultural lecture/workshop, "Folklore in America," by Alan Dundes, Professor of Folklore and Anthropology, University of California, Berkeley, in October. ***All staff will be encouraged to attend two additional AB 1725-funded lecture/workshops on ethnic diversity. The first guest lecturer will be Maxine Hong Kingston, author of the best-selling book, The Woman Warrior, in May.***

20. In-service training for evening and off-site adjunct faculty
#2, administrative staff, #3 contract faculty

The concern of contract faculty (48.2%) and administration (50.0%) about maintaining parity between day and evening programs is evident from the responses. Much more in-service training of adjunct faculty is necessary. ***Two major efforts will be made possible by AB 1725 funding: a Critical Thinking Mini-Retreat in April and a Great Teachers Mini-Retreat and a Critical Thinking Mini-Retreat in May. Both day-long Saturday programs will use contract faculty as facilitators and instructors. Retreat staff and participating adjunct faculty will be paid stipends.***

Area VII: Computer and Technological Proficiency Programs

27. *Computer Literacy*
#1 overall

Some 55.2% of all respondents (but 56.1% of all classified and 58.9% of all contract faculty) identified computer literacy of instructional, administrative, and classified staff members as essential. The Faculty-Staff Computer Center (FSCC) presently offers some in-service instruction, now paid by district-funded staff development, which will be augmented and intensified using AB 1725 funds. ***All staff will be surveyed during February to determine which courses to offer. Instruction addressing a wide range of abilities--from rank beginners to sophisticated users--will continue to be offered, with the majority of short courses occurring in March, April, and May.. In-services courses will vary in length from eight to 32 hours, depending on content and level. Staff will also attend off-campus conferences and seminars related to instructional and institutional computing needs.***

29. *Updating advanced technological training for instructional and operational staff members*
#5 overall

Advanced off-campus training is required by some staff members to remain current in their fields, to renew certificates in specialized training areas, or to gain proficiency in new areas. In the needs assessment, 34.5% of all respondents ranked support for this kind of training as essential. Classified staff (40.4%) identified new training and retraining as third and contract faculty (37.5%) as seventh most important. ***To combat obsolescence in knowledge and skills caused by rapid technological advances, instructional and operational staff will receive tuition support for training and retraining in their areas of specialty.***

Area VIII: Courses and Training Implementing Affirmative Action and Upward Mobility Programs

30. *Training to ensure that affirmative action requirements are met by hiring committees and by general employment practices*
#4 classified, #9 overall

Classified staff (31.6%) ranked this need among the top five. The district-funded program sponsored consultant-led workshops, for all staff during the fall semester, that defined and discussed sexual harassment. ***Affirmative action hiring requirements will be addressed in an in-service consultant-led workshop during the spring semester.***

33. *Wellness (healthy heart, lowering or maintaining blood pressure, relaxation and exercise, etc.) programs and activities*
#4 classified staff

The district-funded program regularly sponsors various wellness activities (stress reduction, relaxation, cardiopulmonary resuscitation, healthy heart, yoga, diet and nutrition, etc.) and will continue to do so.

Continuing District-Funded Activities

The district-funded program will continue its financial support of established activities:

Innovative Projects Grants benefit the institution and the instructional process and are available to all full- or part-time staff members.

Scholarly Research Grants provide contract faculty members three units of hourly replacement and *Summer Stipends* pay contract faculty to do research related to their teaching responsibilities. Both stimulate classroom activities, conference presentation, and publication.

Scholarly and Issue-Oriented Guest Lectures and Workshops enable staff and students to benefit from the latest research.

Instructors' Hourly Pay for In-service Courses and Workshops use in-house expertise to enhance instructional, professional, or personal development.

Conferences, Retreats, and Seminars improve knowledge and professional abilities.

Limited Outreach Activities and Partnerships help instructors develop strategies to teach incoming students.

Faculty Lecture Series disseminate information among staff and provide enrichment for students.

New and Creative Ideas help to keep the program innovative.

Advisory Subcommittee

From the inception of the current district-funded program in March 1986, the Staff Development Advisory Subcommittee of the Executive Committee included representatives from faculty across the teaching disciplines, college and student services, classified staff, and administrative staff. To respond to the expanded role of staff development under AB 1725 legislation, the advisory subcommittee was enlarged to include affirmative action and institutional research resource persons; current membership is shown in Appendix I. The Staff Development Program emanates from the Office of the Superintendent/President. The college president appoints the Staff Development Officer, and both serve as ex-officio members of the Advisory Subcommittee (which the Staff Development Officer chairs). Members are appointed by constituent groups--the Academic Senate, the faculty and classified bargaining units, and the administration. Members serve in an advisory capacity, acting not only as liaison persons for their constituent groups, but also as consensus seekers within the Advisory Subcommittee.

Responsibilities of members are: (1) to make suggestions for programs based on needs identified by their constituent groups); (2) to review major documents, such as this plan; (3) review and approve applications for Innovative Project and Scholarly Research Grants and for Summer Stipends; and (4) to attend Advisory Subcommittee meetings. Members are encouraged to participate in planning and offering of staff development activities in which they have expertise or

interest.

Following the "consensus model" used by the Southern California Staff Development Officers Consortium, committee procedures are informal.

Staff Responsibilities and Assignments

The Staff Development Officer is responsible for planning and implementation of activities for all three segments of the staff--administrative, classified, and instructional--to achieve college goals.

Schedule of Activities, Spring 1989

February	Travel/conference attendance and presentations (through June) Tuition support for retraining and upgrading skills (through June) Computer needs survey
March	In-service course, "Teaching Written Communication Skills Across Disciplines to LES Students" Begin development of course series based on above course Computer in-service training courses (through June) Advisory Subcommittee begins discussion of needs assessment for 1989-90
April	Critical thinking mini-retreat for adjunct faculty Great Teachers Retreat "Image Marketing of the College," mini-retreat for classified staff Computer in-service training courses Affirmative action hiring requirements workshop Guest lecturer, to be announced Needs assessment sent to faculty
May	Guest lecturer, Maxine Hong Kingston "Creating and Controlling Change," management training retreat for Division Chairs Great Teachers Mini-retreat for adjunct faculty Computer in-service training courses Needs assessment returned; data reduced and analyzed
June	Complete 1989-90 AB 1725 Human Resources Development Plan

A timeline is shown in Appendix 7.

Evaluation

Events and activities will be evaluated by participants to determine the usefulness of **content**, the effectiveness of the **process** used to deliver the information or materials, and the possible **application** of the information to improve student outcomes. A copy of the evaluation form is

included as Appendix 8. More comprehensive forms of evaluation will be investigated and incorporated in the future. Data from evaluations will be analyzed to determine the effectiveness, usefulness, and applicability of each program to positively affect student outcomes. Of major concern will be improving the delivery of instructional services, developing instructional strategies to help faculty respond to the changing needs of students, increasing campus awareness of cultural diversity, and enhancing the overall educational experiences of students.

Conclusion

Continued high-level administrative support and annual financial commitment to district-funded staff development activities provide professional and personal growth opportunities for all college employees. Supplemental AB 1725 funds will allow the college to double that commitment in the 1988-89 academic year by expanding and intensifying human resources development in areas identified as essential by respondents from all segments of the staff.

Appendix 1

Staff Development Advisory Subcommittee of the Executive Committee

Sharon Scull
Staff Development Officer, Chair
Instructional Staff, Language Arts

Pat Beggs
Classified Staff, Financial Aids

Larry Byrd
Instructional Staff, Physical Sciences

John A. Davitt
Administrative Staff, Superintendent/President

Jessica Gillooly
Adjunct Instructional Staff, Social Sciences

Allan Grimsby
Administrative Staff, College Services

Diane Meyer
Colleges Services Staff, Counseling

Betty Myers
Classified Staff, Tutorial Center

Tony Owen
Instructional Staff, Aviation

Richard Seltzer
Instructional Staff, Language Arts - ESL

Denis Van Dam
Administrative Staff, College Services

Margaret Voegele
Classified Staff, Superintendent/President's Office

Permanent Resource Persons

Donald F. Averill
Administrative Staff, Affirmative Action Officer

Scot Spicer

GLENDALE COMMUNITY COLLEGE STAFF DEVELOPMENT

TO: ALL STAFF

SUBJECT: NEEDS ASSESSMENT FOR AB 1725 FUNDS

All administrative, classified, and instructional staff should participate in assessing the staff development needs of college personnel.

RETURN SCANTRON CARD AND COMMENT SHEET TO BOX MARKED "STAFF DEVELOPMENT NEEDS ASSESSMENT" IN THE MAIL ROOM (AD124) BY DECEMBER 5, 1988

Off-campus personnel should mail scantron card and comment sheet to Sharon Scull or Scott Spicer.

Article 5, Section 87153 of AB 1725 authorizes specific uses of state funding for staff development. All activities must demonstrate accountability in terms of student outcomes. In order for Glendale College to receive approximately $60,000 in state funding to augment staff development activities during the 1988-89 fiscal year, the college must conduct a needs assessment and prepare a human resources development plan within the next three weeks. By January 1, 1989, the Superintendent-President must certify these documents and send them to the Chancellor's Office. Please help by identifying staff development activities that you believe are important. The results of the needs assessment will be analyzed at a meeting of the Staff Development Advisory Subcommittee December 8, 1988. The plan must be completed before December 16, 1988. Your cooperation will enable the college to double its commitment to staff development expenditures for 1988-89. Note that funding for subsequent years is not assured; thus, the AB 1725 plan should remain separate from the district-funded plan.

Instructions:

Select the best answer for each question. Use a No. 2 pencil, and fill in the appropriate bubble on the attached scantron form. Use the separate comment form for written remarks. Place both scantron and comment forms in the box marked "Staff Development Needs Assessment" in AD124.

1. I am a member of (a) administrative staff; (b) classified (full-time) staff; (c) classified (part-time) staff; (d) classified confidential staff; (e) classified management staff; (f) contract faculty; (g) adjunct (part-time) faculty.

2. I have been employed by the college for (a) less than one year; (b) one to five years; (c) five to ten years; (d) ten to fifteen years; (f) more than fifteen years.

Nine authorized categories for AB 1725 funding are shown in bold face type. Under each

category are listed several possible activities. Please rank them according to the need you perceive for them: (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area I: Improvement of Teaching

3. Workshops presenting information on the diversity of teaching theories, styles, or techniques are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

4. Instructor training across the curriculum to help students with limited English develop better oral and written communication skills is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

5. Instructor training in teaching critical thinking skills across the curriculum is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

6. Information exchange among instructional staff regarding the various GCC programs (instructional majors and/or student services or support) would be (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

7. An annual local "Great Teachers Seminar" workshop/retreat would be (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

8. Increased conference attendance to obtain new ideas for classroom use is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

9. Increased conference attendance to present papers relating to unusual teaching techniques or unique programs at GCC is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

10. Increased conference attendance to obtain new ideas for organization and/or direction of college programs and services related to the improvement of teaching is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

11. Increased conference attendance to obtain new ideas for implementing student services to aid in the instructional process is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area II: Maintenance of Current Academic and Technical Knowledge and Skills

12. Tuition support for courses that will improve employee performance is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

13. Visiting scholars, speakers, and lecturers to provide new or specialized information and in-service workshops are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area III: In-service Training for Vocational Education and Employment Preparation Programs

14. Tuition support and/or released time for training with business and industry are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area IV: Retraining to Meet Changing Institutional Needs

15. Confidential professional career assessment and counseling services are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

16. Leadership training (e.g., workshops, seminars, and internships) is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

17. Training in public relations for staff with frequent public contact is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

18. Cultural diversity awareness training for administration, faculty, and classified staff is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

19. Training in techniques needed for working with students who are the "products" of foreign educational systems is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

20. In-service training (ranging from orientation to teaching methodology and curriculum content) for evening and off-site faculty is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area V: Intersegmental Exchange Programs

21. More joint curriculum articulation programs between GCC and "feeder" secondary schools are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

22. Joint instructional programs between GCC and transfer institutions are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area VI: Development of Innovations in Instructional and Administrative Techniques and Program Effectiveness

23. State funded (in addition to district funded) innovative projects grants are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

24. State funded (in addition to district funded) released time for scholarly or classroom-based research is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

25. An in-service training "flex day" to replace one of the institute days is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

26. Annual brainstorming, planning, or problem solving retreats for instructional and administrative staff members are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area VII: Computer and Technological Proficiency Programs

27. Computer literacy of instructional, administrative, and classified staff members is (a)

essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

28. Advanced training in computer use for instructional and operational staff members is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

29. Updating advanced technological training for instructional and operational staff members is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area VIII: Courses and Training Implementing Affirmative Action and Upward Mobility Programs

30. Training to ensure that affirmative action requirements are met by hiring committees and by general employment practices is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

31. Training in leadership and/or management skills for women and minorities is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

32. In-service programs in networking, career options, and career development are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

Area IX: Other Activities Determined to be Related to Educational and Professional Development (pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem [whole person programs]).

33. Wellness (healthy heart, lowering or maintaining blood pressure, relaxation and exercise, etc.) programs and activities are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

34. Classified staff attendance of off-campus, assignment- or task-related seminars and workshops is (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

35. Task specific on-campus, in-service workshops for all staff are (a) essential; (b) definitely helpful; (c) possibly useful; (d) not needed; (e) don't know.

AB 1725 NEEDS ASSESSMENT

COMMENT SHEET

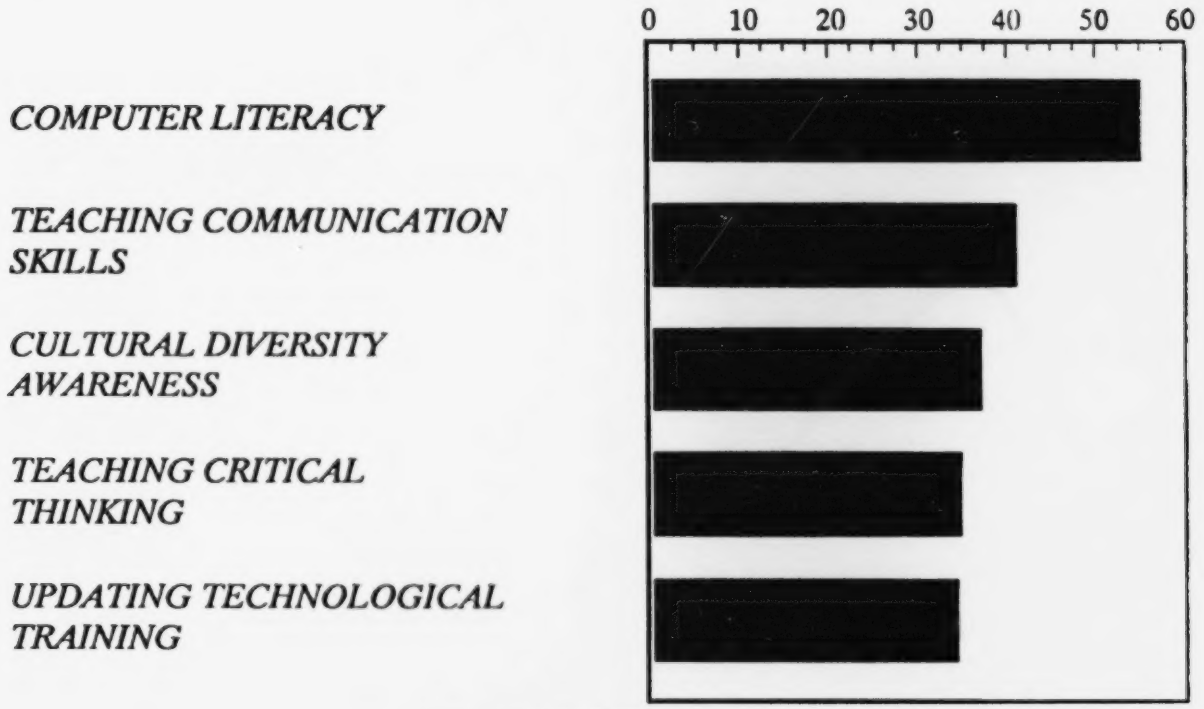
The following suggestions, ideas, or possibilities are related to Area ___I; ___II; ___III; ___IV; ___V; ___VI: ___VII; ___VIII; ___IX:

_____

Name (Optional)

Please be sure to give your name if you have made suggestions for specific activities so that you can be contacted about them. Also, if you are willing to instruct specific activities, please list them, and estimate the anticipated duration of each.

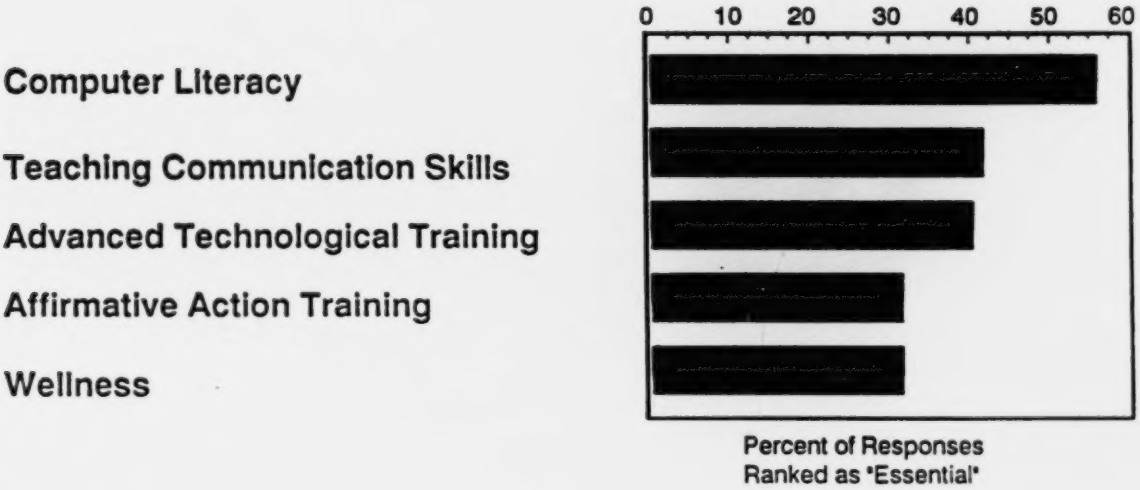
GLENDALE COMMUNITY COLLEGE
RESULTS OF AB 1725 NEEDS ASSESSMENT
NOVEMBER, 1988
171 RESPONSES



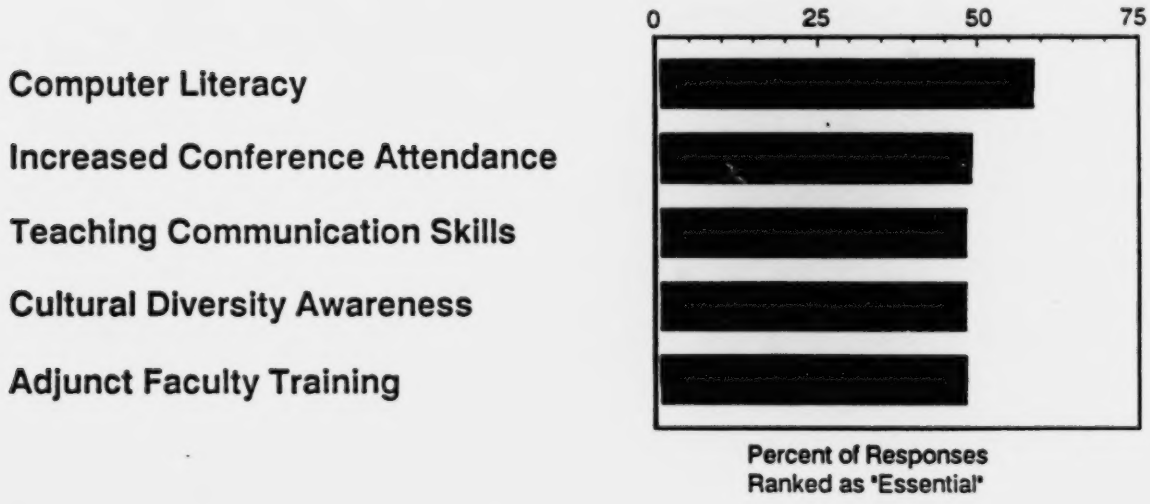
The "overall", "classified", and "contract" groups responded sufficiently to be considered representative samples. The "administrative" and "adjunct" groups did not.

GLENDALE COMMUNITY COLLEGE
Results of AB 1725 Needs Assessmeent
November, 1988

CLASSIFIED STAFF - 57 RESPONSES

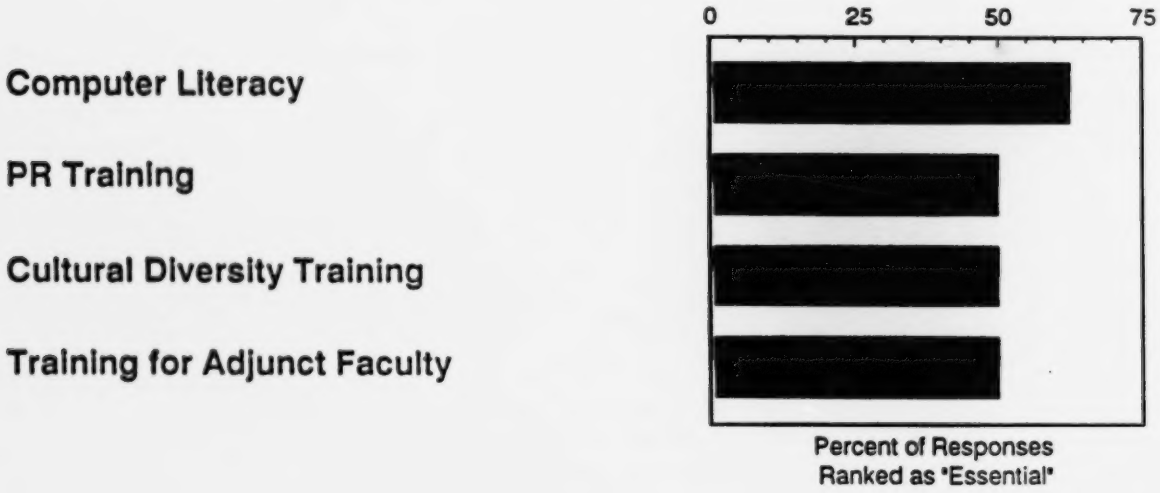


CONTRACT FACULTY - 56 RESPONSES

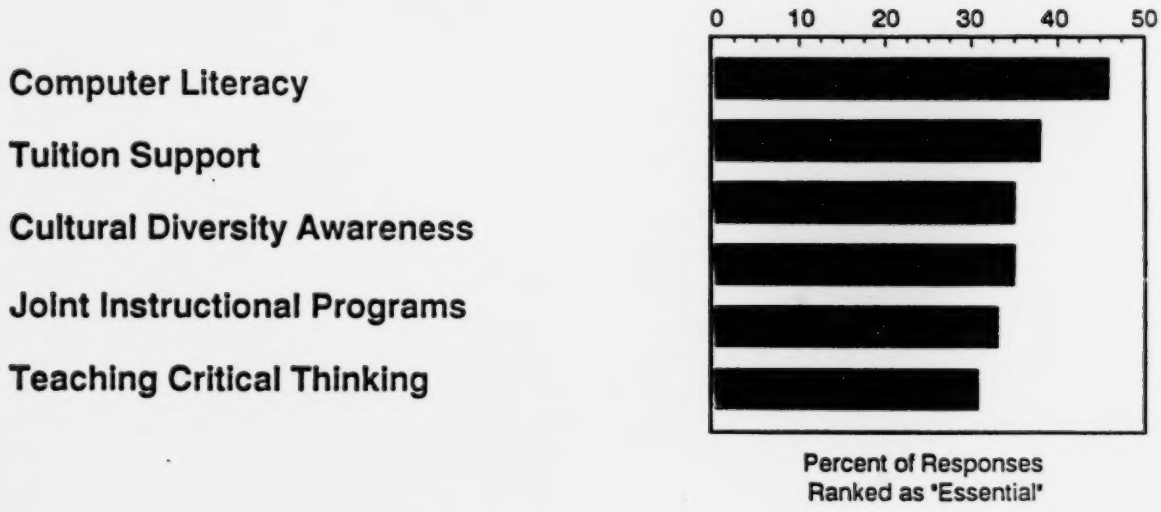


GLENDALE COMMUNITY COLLEGE
Results of AB 1725 Needs Assment
November, 1988

ADMINISTRATIVE STAFF - 8 Responses



ADJUNCT FACULTY - 39 Responses



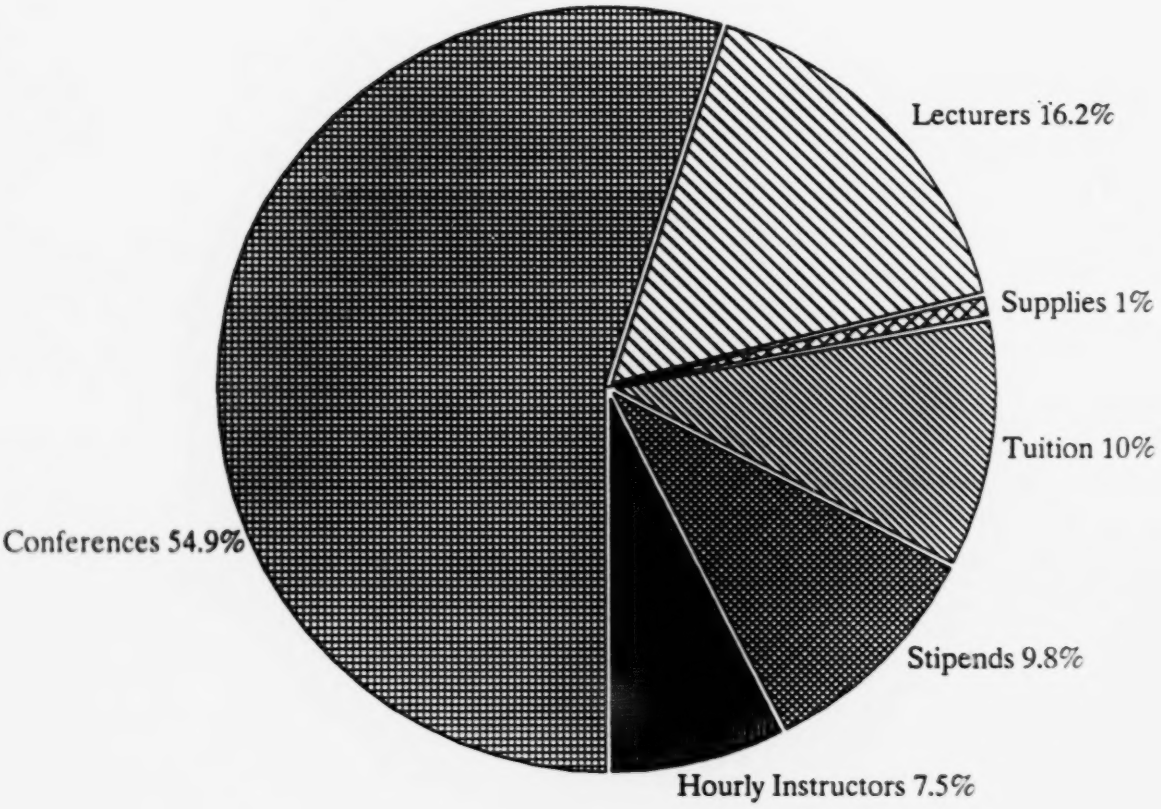
Appendix 6

AB 1725 Staff Development Budget
Restricted (Categorical) Funds

Expected Allocation			59,994
03-10-6780-1310 Teacher Hourly		4,500	
Computer literacy in-service courses			
03-10-6780-1395 Stipends		5,900	
For Leaders and Adjunct Faculty			
Great Teachers Mini-Retreat	3,650		
Critical Thinking Mini-Retreat	1,750		
03-10-6780-1395 Retraining, Tuition		6,344	
03-10-6780-4590 Supplies		600	
Materials for in-service activities			
03-10-6780-5120 Contract Lecturers		9,700	
David Gottshall	2,000		
Tom Harvey	2,800		
Maxine Kingston	1,500		
Additional speaker	1,000		
Affirmative action consultant	1,200		
Public image consultant	1,200		
03-10-6780-5220 Conference		32,950	
Great Teachers Retreat	6,350		
Management leadership training for Chairs, etc.	5,000		
Other	21,600		
Expected Total Expenses			59,994

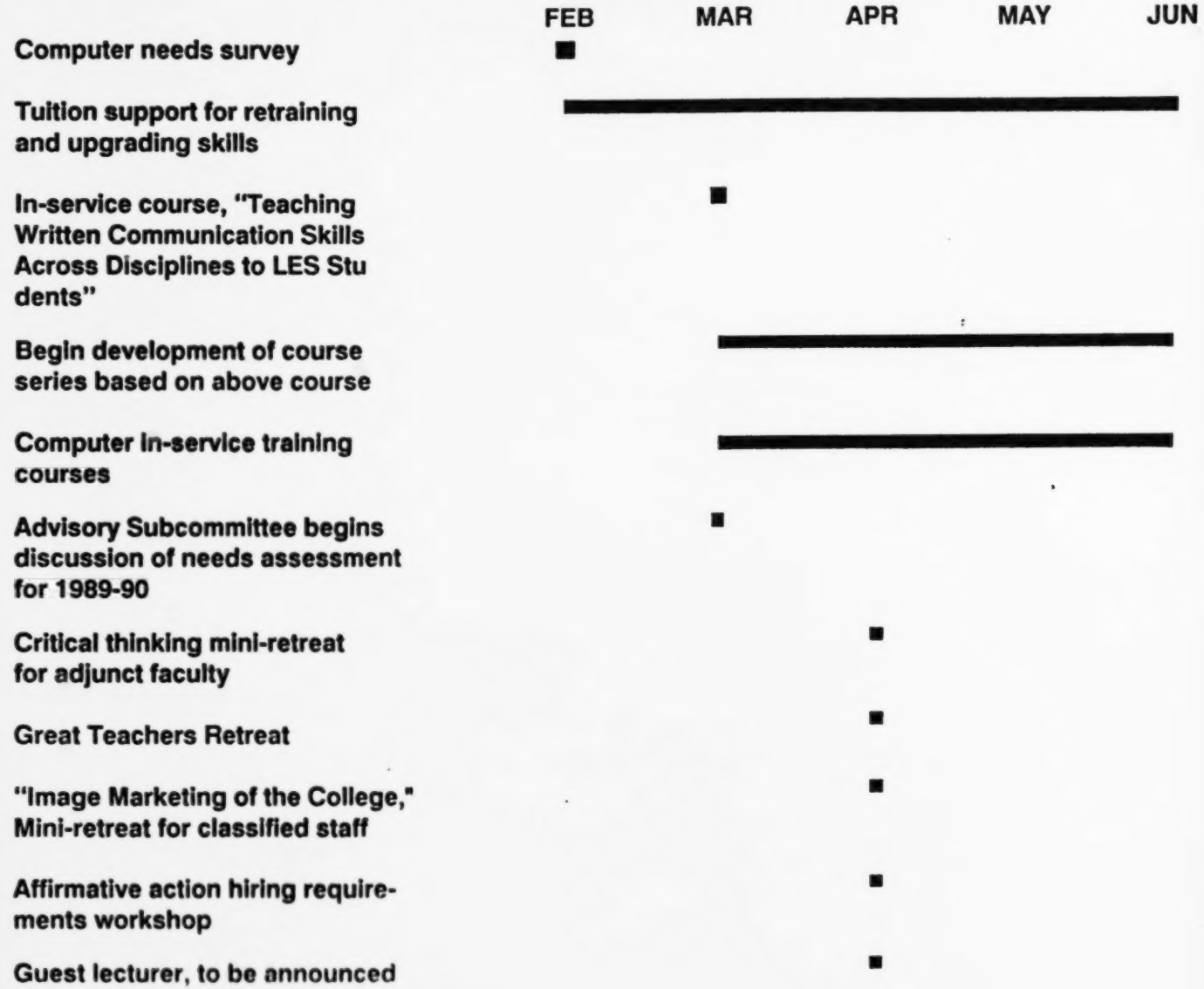
AB 1725 STAFF DEVELOPMENT BUDGET

Restricted (Categorical) Funds

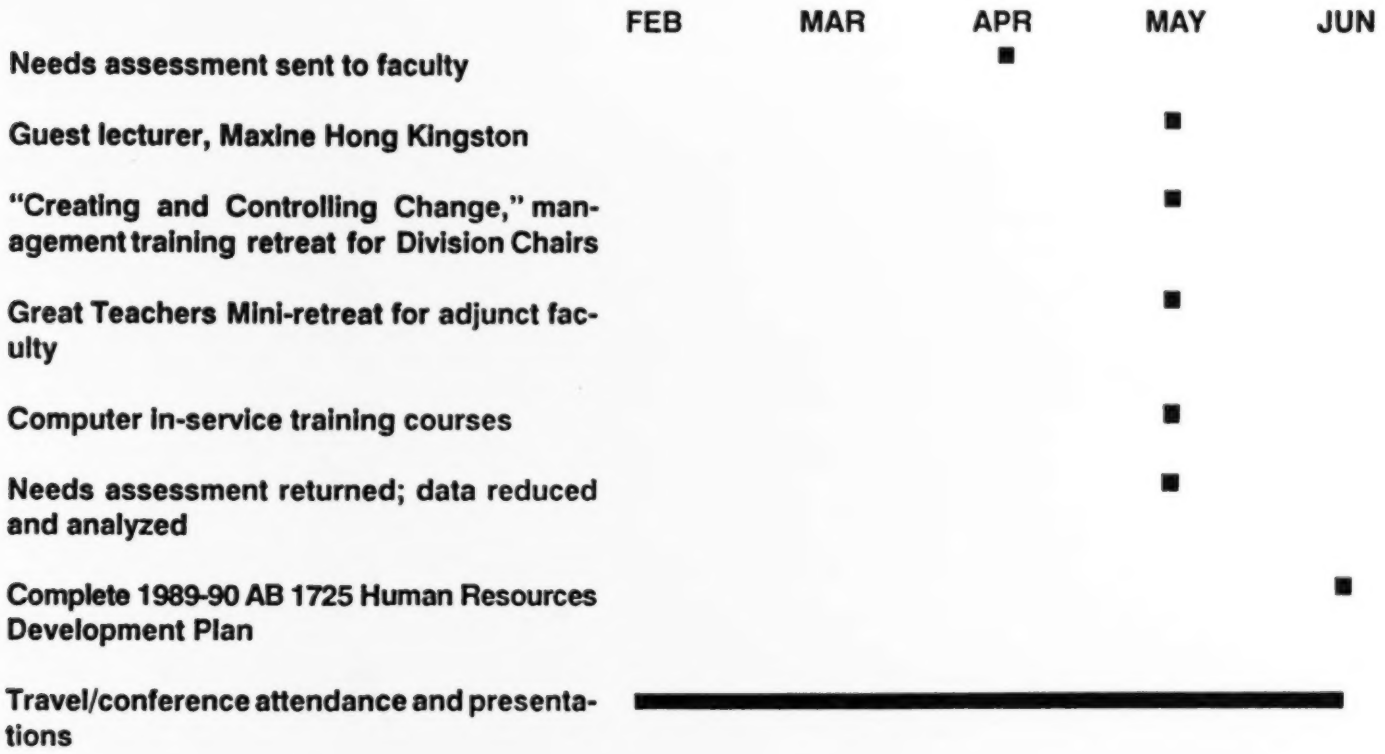


Total Expected Expenses ($59,994)

APPENDIX 7 SCHEDULE OF COLLEGE ACTIVITIES SPRING 1989


FEB
MAR
APR
MAY
JUN
Computer needs survey
Tuition support for retraining and upgrading skills
In-service course, "Teaching Written Communication Skills Across Disciplines to LES Stu dents"
Begin development of course series based on above course
Computer in-service training courses
Advisory Subcommittee begins discussion of needs assessment for 1989-90
Critical thinking mini-retreat for adjunct faculty
Great Teachers Retreat
"Image Marketing of the College," Mini-retreat for classified staff
Affirmative action hiring require-ments workshop
Guest lecturer, to be announced

APPENDIX 7 SCHEDULE OF COLLEGE ACTIVITIES SPRING 1989 - CONT.


FEB
MAR
APR
MAY
JUN
Needs assessment sent to faculty
Guest lecturer, Maxine Hong Kingston
"Creating and Controlling Change," management training retreat for Division Chairs
Great Teachers Mini-retreat for adjunct faculty
Computer in-service training courses
Needs assessment returned; data reduced and analyzed
Complete 1989-90 AB 1725 Human Resources Development Plan
Travel/conference attendance and presentations

EVENT EVALUATION

Title of Event_____ Date_____

Speaker/Leader_____

Please provide helpful feedback so that the Staff Development Program can better respond to your professional development needs. Complete each statement by choosing the answer that best describes your views.

Content

___1. The speaker's knowledge of the subject was (a) excellent, (b) good, (c) fair, (d) poor, (e) don't know.

___2. Handout materials were (a) extremely useful, (b) definitely helpful, (c) somewhat helpful, (d) not needed, (d) don't know.

Process

___3. The speaker was effective (a) throughout the presentation, (b) most of the time, (c) part of the time, (d) none of the time, (e) don't know

___4. The speaker involved the audience (a) frequently, (b) some of the time, (c) very little, (d) none of the time, (e) don't know.

___5. Audio-visual aids (overhead projectors, flip charts, handouts, etc.) were used (a) appropriately, (b) somewhat appropriately, (c) inappropriately, (d) not used, (e) don't know.

Application

___6. Related to my assignment at the college, the information provided was (a) essential, (b) definitely helpful, (c) possibly useful, (d) not needed, (e) don't know.

___7. The information provided can be applied (a) immediately, (b) sometime in the future, (c) only if my assignment changes, (d) never, (e) don't know.

___8. Application of this information to instructional, college, or administrative services, should help students (a) greatly, (b) somewhat, (c) very little, (d) not at all, (e) don't know.

Comments

Signature _____

Glendale Community College

1500 North Verdugo Road
Glendale, CA 91208-2894
818-240-1000

STAFF DEVELOPMENT PROGRAM 1989-90

John A. Davitt
Superintendent /President

Board of Trustees:
Rae Berry
Robert K. Holmes
Phillip C. Kazanjian
Dr. Kenneth N. Sweetnam
Ted W. Tiffany

Sharon D. Scull
Staff Development Officer

August 1989

Glendale Community College is committed to providing instruction and employment opportunities free from discrimination, bias, or stereotyping based on sex, race, religion, national origin, age, handicap, or marital status.

GLENDALE COMMUNITY COLLEGE STAFF DEVELOPMENT PROGRAM - 1989-90

INTRODUCTION

In the spring of 1986, the Glendale Community College Board of Trustees made a substantial financial commitment to establish and maintain a professional development program designed to benefit all full- and part-time college employees--instructional, classified, and administrative. The Staff Development Program emanates from the Office of the Superintendent President. The underlying goal of all GCC staff development activities is to maximize student access and outcomes by synthesizing instructional and non-instructional services. The program is closely attuned to long-range campus goals and aims, increased communication across academic and assignment disciplines, expanded awareness of cultural diversity, improved organizational dynamics, enriched college community, and heightened employment satisfaction.

SCOPE

The district regularly funds an array of professional development activities. GCC was the first community college in California to sponsor scholarly research and encourage publication with its associated peer review and interaction with colleagues. Such endeavors support faculty renewal. But grant support is not limited to the instructional staff. All employees are eligible for innovative projects grants that benefit instructional or institutional processes. In other areas, consultants provide management training and expertise in team building, decision making, strategic planning, governance, and managing the public. In-service courses, taught by regular faculty members, address various needs for thought and action. Courses in computer use range from introductory to sophisticated. Health and wellness activities emphasize nutrition, healthy heart, CPR, stress management, and exercise. Informative lectures explore widely diverse subjects, such as aircraft safety, opera, and ozone. Guest lecturers offer new scholarship, and nationally recognized authors involve staff and students in the literary milieux. Outreach programs, such as partnerships with secondary schools and community lecture series, help faculty develop strategies for teaching traditional and non-traditional students. Off-campus retreats and seminars revitalize staff members.

The college intends to continue its commitment to professional development; AB 1725 funds have been used to supplement, rather than supplant, the district program by intensifying current efforts (such as microcomputer use training, cultural diversity awareness, and teaching critical thinking) and adding new areas of concentration (such as conference attendance, adjunct faculty mini retreats, and tuition support for training and retraining) as determined by comprehensive and informal needs assessments.

STAFF DEVELOPMENT OFFICER

The Staff Development Officer is responsible for creating, planning, organizing, and implementing a college-wide program that integratively and systematically addresses the needs of instructional, classified, and management staff; that is highly contributory to the educative process of students; and that is directed toward college goals, objectives, and strategic planning. The Staff Development Officer confers regularly with classified staff, faculty, and administration to revise the professional development in-service curriculum. Other responsibilities include arranging for consultants; coordinating conferences, retreats, and seminars; preparing reports, publications, and a variety of written communications; managing all phases of staff development grants (preparing application forms, publishing requests for proposals, consulting with and advising applicants, and serving as liaison between applicants and the advisory subcommittee, and supervising grant reporting procedures for accountability); creating new program components and offerings; and administering the AB 1725 human resources development program. The college president

appoints the Staff Development Officer, and both serve as ex officio members of the Advisory Subcommittee, which the Staff Development Officer chairs.

ADVISORY SUBCOMMITTEE

From the inception of the current district-funded program in March 1986, the Staff Development Advisory Subcommittee of the Executive Committee included representatives from faculty across the teaching disciplines, college and student services, classified staff, and administrative staff. To respond to the expanded role of staff development under AB 1725 legislation, the advisory subcommittee was enlarged to include affirmative action and institutional research resource persons; current membership is shown in *Appendix 1.* Members are appointed by constituent groups--the Academic Senate, the faculty and classified bargaining units, and the administration. Members serve in an advisory capacity, acting not only as liaison persons for their constituencies, but also as consensus seekers within the advisory subcommittee.

Responsibilities of members are (1) to attend advisory subcommittee meetings; (2) to suggest programs based on needs identified by their constituent groups; (3) to review major documents, such as the AB 1725 annual plan; (4) to advise and make recommendations on various staff development practices and procedures; and (5) to review and approve applications for grants, such as Innovative Projects and Scholarly Research Grants and for Summer Stipends. Members are also encouraged to participate in planning and offering of staff development activities in which they have interest or expertise.

Following the consensus model used by the Southern California Staff Development Officers Consortium and the California Community College Consortium of Staff Developers (4C/SD), subcommittee procedures are informal.

PROFESSIONAL DEVELOPMENT IN-SERVICE ACTIVITIES

Lectures

Guest Lecture/Workshop Series

Visiting scholars, recognized experts, and nationally acclaimed authors are among the four or more guest lecturers who visit the campus each year to stimulate ideas and to enrich campus life. Lectures are open to all members of the college community. Workshops encourage staff members to interact with guest speakers and are designed to foster new instructional and institutional approaches and strategies. Past guest speakers and topics are shown in *Appendix 2.*

Faculty Lecture Series

Eight lectures each are offered annually by the *Science Lecture Series* and the *Humanities-Social Science Lecture Series*, which were originated and introduced by the faculty and are appropriately coordinated by faculty members. Presentations cover scholarly research, technical innovation, and creative performance. Originally designed as a means to expand and enhance classroom activities, these lecture series provide cross disciplinary enrichment for faculty, as well. Series speakers for 1989-90 are shown in *Appendices 3* and *4.*

Special Invited Lectures

Occasionally, a faculty member is asked to prepare a lecture on a timely theme or subject about which he or she is particularly well informed. In 1988-89, Jeb Brighouse, Professor of Political Science, offered a lecture and workshop entitled "The Postponed Generation: What's Going On Here, Anyway?"

Lectures at Lunch

These informative lectures are designed for informal presentation in the faculty dining

room during the activity hour. General interest topics stimulate round table discussion. Two such events were offered in 1988-89: Bill Mallory and Michael Thomas interactively presented "How Safe Are the Skies?" and Mike Eberts discussed "A Car-Free Approach to Commuting."

Instruction

Computer Literacy and Software Use Instruction

In the campus-wide AB 1725 needs assessment, more than 50% of the respondents ranked computer literacy as essential. The Coordinator of the Faculty-Staff Computer Center maintains a software library and a variety of microcomputer hardware; offers informal tutorial assistance; and schedules training based on periodic surveys of staff needs and expertise. Courses offered by GCC faculty members during 1988-89 are shown in *Appendix 5*. The Department of Data Processing also provides individualized instruction in minicomputer use. Off-campus conferences, seminars, and workshops provide key staff members with specialized training needed for computer instruction, operation, and repair.

General Offerings

Short courses, series, workshops, and single presentations address topics ranging from engaging to profound. Offerings are determined by needs and requests for or availability of special talents identified by staff members. Activities address skills improvement, acquisition of information, health and wellness, and teaching strategies. *Appendix 6* lists general interest courses instructed by GCC staff members during 1988-89.

Independent Study

The Learning Resources Center maintains a staff development library of media and printed materials for use by all staff. Videotapes of guest lectures, audiotaped courses from the American Management Association, and professional development journals are available. Two new audiotape seminars this year are "How to Delegate Work and Ensure It's Done Right" and "How to Set and Achieve Goals." Contact Rita Nigg for a complete listing of materials.

In-service Credit

Faculty may earn in-service credit for attending and participating in certain staff development programs. The formula used for determining credit is based on thirty-two hours of attendance, participation, or required advance preparation per unit. Lecture series or in-service seminars or workshops are often of eight hours duration and offer one-fourth unit of credit. Faculty may also earn one-half unit of in-service credit for completing a research paper assigned and evaluated by one of the visiting guest lecturers. No written work is evaluated by Glendale Community College staff.

Annual Luncheon Honoring GCC Contributors

GCC contributors to in-service instruction are honored annually at a special luncheon sponsored by staff development and presented through the courtesy of the Food Services and Nutrition instructional program.

GRANTS FUNDED BY STAFF DEVELOPMENT

Grant applications are reviewed, evaluated, and approved by the Staff Development Advisory Subcommittee. The Staff Development Officer also serves as an informal advisor, and members of the subcommittee as resource persons, for prospective applicants. Upon completion of projects or research, grant recipients prepare final reports for dissemination. Abstracts are published for the college community.

Innovative Projects Grants

All full- and part-time instructional, administrative, and classified employees are eligible for this category of grant funding. Projects are designed to benefit the instructional process and/or institutional operations. Grants are not awarded for general curriculum development, a task considered part of professional responsibilities, unless an instructor is assigned to prepare courses that require extensive field study or research. Awards are stipends that may not exceed the equivalent of 48 hours of instructor (for faculty and administrators) or classified hourly pay. Funds are released as follows: 25% upon approval of the grant and acceptance by the employee and 75% at completion of the written evaluation of the project. All projects must be completed by June 1 of the academic year in which they are undertaken. The grant application and final report forms are illustrated in *Appendix 7*. Abstracts of completed 1988-89 projects are shown in *Appendix 8*.

Recipients of 1989-90 grants are:

Jeanette Stirdivant (Counseling), "Resource and Reference Manual on Students with Disabilities"

Mike Southerland (Safety), "District Safety Policy Manual"

George Witt (Mathematics), "Integrating Computers into the Calculus Sequence"

Richard Seltzer and Milada Broukol (ESL), "Training ESL Teachers to Holistically Evaluate Speaking Skills: A Video Workshop"

Farida Merchant (Adult Ed ESL), "INS Citizenship Interview--on VCR Tape"

Terry Coblentz and Jim Sartoris (Physical Education), "Coaches' Procedural Manual and Student/Athlete Handbook"

John Gerz (Physics), "Investigation of Means of Integration of Data Acquisition to Existing Campus Computers"

Scholarly Research Grants

Research projects related to teaching assignments may be proposed by contract faculty. Funding may not be taken as overload pay but must be applied to reduce the recipient's regular teaching load by three units during one semester of the academic year for which the award is made. The recipient is required to disseminate the results of his or her endeavors by (1) submitting a paper to a professional journal for possible publication, (2) preparing an abstract or summary of the paper for college distribution, and (3) presenting highlights and/or projected teaching applications at a lecture. The application and final report forms are shown in *Appendix 9*. (Note that virtually identical forms are used for Summer Stipends.)

Scholarly research grants for the 1988-89 academic year were awarded to *Michael Daly (English)*, "The Contribution of Armenian writers to American literature from William Saroyan to the Present," and *Gordon Purser (Chemistry)*, "The Qualitative Estimation of the Destabilization of Molecules Due to the Presence of Formal Charge."

Awards for 1989-90 were made to *Mark Maier (Economics)*, "Developing a Technique for Integrating Knowledge About Economic Data Into Introductory Economics Courses," and *Bart Edelman (English)*, "The Universal Aspect of the Faust Theme in Literature."

Scholarly Research Summer Stipends

Contract faculty who prefer more intensive research during the summer months or who intend to travel to collections may apply for summer stipends. These grants are governed by the same rules as scholarly research grants except that summer stipends do not provide a reduction in teaching load. Instead, grant recipients are awarded up to forty-eight hours of hourly pay. The following awards were made for 1989:

David Hurst (Chemistry), "Using Macintosh Programs in an Introductory Astronomy Class"

Rick Guglielmino (Physics), "Embarrassing Moments in Science--A Study of Some of the Great Mistakes"

Levon Marashlian (History), "The Impact of Admiral Mark L. Bristol on U.S. Policy Toward Turkey, 1919-1939"

Jackie Stembridge (English), "Introducing Women's Accomplishments and Contributions into the ESL 165 Curriculum"

OUTREACH PROGRAMS

Staff development sponsors outreach programs so that college faculty may develop teaching methods and strategies to better serve all potential students and so that the community may better learn of the excellent programs available at the college.

Glendale College Faculty Lecture Series

Each year this series focuses on a different community audience. In 1987-88, lectures and performances were held at the Glendale and Brand public libraries. In 1988-89, programs were offered at local service clubs, which not only provided a community forum to reprise faculty lectures and present new materials but also enabled the college to repay community organizations from which it benefits. Outreach speakers are listed in *Appendix 10*.

Humanities Partnership

GCC and the Glendale and Burbank secondary schools formed a humanities partnership in 1986 to help college faculty more effectively meet the needs of traditional students and to improve humanities education in all three districts by sharing resources, programs, and expertise. The partnership tries to reach students outside the identified enrichment classes because those students are most likely to attend GCC. A grant from the Glendale Community Foundation in 1987-88 enabled the partnership to purchase a media library that is housed at the college for use by all members. College faculty developed eight lecture and performance presentations (shown in *Appendix 11*) that are offered as enrichment for high school and junior high school classes. Secondary school faculty attend humanities-related staff development events on campus.

RETREATS

The staff development officer works with consultants to develop special training programs that are offered off campus.

Annual management retreats are led by professional consultants, whose preparation includes learning about college organization, operations, goals, and planning in order to introduce techniques that enhance management capabilities. These two-day retreats are attended by certificated and management administrative staff members, division chairpersons, and representatives from the academic senate, and faculty and classified bargaining units. Intensive instruction ranges from theoretical to practical. Activities are designed to encourage interactive participation during and beyond the retreat. Past retreats have focused on team and trust building, strategic and long-range planning, organizational skills, creating and controlling change, and management of conflict.

Faculty retreats are led by consultants and by the instructional staff. During 1989, a two-day Great Teachers Retreat, led by David Gottshall (originator of the Great Teachers Seminars) was funded by AB 1725. Objectives were to share successful teaching techniques, analyze instructional problems, and develop creative approaches to their solutions. The retreat promoted interactive, interdisciplinary networking, brainstorming, and problem solving.

AB 1725 also funded Saturday "Critical Thinking" and "Great Teachers" Mini-Retreats that provided in-service training for adjunct faculty and resulted in improved communication between contract and adjunct instructors.

Classified staff mini-retreats were established as part of the program in 1989. AB 1725 funded two separate sessions of consultant Susan Berk's half-day program, "Managing the Public." Nearly 100 employees attended.

District-funded day-long retreats address campus issues, such as governance, or issues specific to student or instructional services. Instructional divisions frequently hold half-day retreats to improve communication, team planning, and decision making.

SEMINARS

Classified staff members are excused from assigned duties each semester to attend work related seminars. On-campus programs use a two-hour format. Each program is repeated once so that employees may stagger attendance. During 1988-89, Dick Wright and Kay Ragan interactively presented a program entitled "Sexual Harassment." Classified staff members also attend various off-campus seminars offered by commercial trainers and by the Los Angeles Academy for Professional Development.

CONFERENCES

AB 1725 funds allow employees to attend conferences that offer new knowledge, insights, training, and techniques. Ultimately, student outcomes are improved. Priority is given to employees who plan to make presentations. In addition to the district form, employees complete staff development conference request and evaluation forms (see *Appendix 12*) for accountability.

Staff development also sponsors and organizes conferences held on campus; for example, the annual Humanities Conference/Workshop that showcases GCC faculty talents in conjunction with those of guest speakers.

TUITION SUPPORT FOR TRAINING AND RETRAINING

AB 1725 funds tuition support for instructional and operational staff members to update advanced technological training, to remain current in a specialty or field, or to qualify for recertification. Tuition support request and evaluation forms are shown in *Appendix 13*.

DISTRICT FUNDING

The district budget for 1989-90 is shown in *Appendix 14*. The budget for categorical funds is included in the AB 1725 Human Resources Development Plan for 1989-90.

CONCLUSION

The continued support of the Board of Trustees, the college administration, the faculty, and the classified staff allow the staff development program at Glendale Community College to respond rapidly to the changing needs for personal and professional growth of all employees. The infusion of supplemental AB 1725 funding enables the college to double its annual financial commitment to staff development, thereby enhancing the diversity and flexibility of the program.

Suggestions for activities are always welcome and may be brought to the attention of the Staff Development Officer or any member of the Staff Development Advisory Subcommittee.

Appendix 1

Staff Development Advisory Subcommittee of the Executive Committee

Sharon Scull*
Staff Development Officer, Chair
Instructional Staff, Language Arts

Donald F. Averill
Administrative Staff, Affirmative Action Officer

Pat Beggs
Classified Staff, Financial Aids

Larry Byrd
Instructional Staff, Physical Sciences

John A. Davitt*
Administrative Staff, Superintendent/President

Jessica Gillooly
Adjunct Instructional Staff, Social Sciences

Allan Grimsby
Administrative Staff, College Services

Diane Meyer
Colleges Services Staff, Counseling

Betty Myers
Classified Staff, Tutorial Center

Tony Owen
Instructional Staff, Aviation

Richard Seltzer
Instructional Staff, Language Arts - ESL

Scot Spicer
Classified Staff, Planning and Research

Denis Van Dam
Administrative Staff, College Services

Margaret Voegele
Classified Staff, Superintendent/President's Office

*Ex officio

Appendix 2

Visiting Guest Lecturers

Maxine Hong Kingston, award-winning author, read from her newest book, *Tripmaster Monkey: His Fake Book*, which was featured at an autograph party. Workshop discussions focused on cultural diversity awareness and the importance of clear communication in overcoming cultural differences. Kingston explored various means of stimulating good writing. (Spring 1989)

Joan Thureson, Attorney and Professor of Philosophy, El Camino College, examined various means of "Teaching Ethics and Values Across the Disciplines." She explored the ethical and legal relationships among individuals, society, and the international community. (Spring 1989)

Dick Wright, Dean, Occupational Programs, and **Kay Ragan**, Associate Dean, Student Services, Mount San Antonio College, interactively presented a program on "Sexual Harassment." Through dialogues and audience participation, they defined the term, explained institutional and individual liability, clarified employees' rights and responsibilities, and presented scenarios for problem solving. (Fall 1988)

Alan Dundes, Professor of Anthropology and Folklore, University of California, Berkeley, internationally recognized and widely published folklorist, examined "Folklore in America." His presentation stressed examination of values and development of intercultural understanding using folklore and humor. (Fall 1988)

James Walters, Associate Professor of Christian Ethics, Loma Linda University, explained the institution's ethical position on the harvesting of infant organs during his presentation, "What Are They Doing to Anencephalic Babies at Loma Linda University?" His discussion centered on the means-ends issue, the best interests of the patient,

Appendix 2 (continued)

the determination of brain death, the need for donor organs, and the procedures and protocols for harvesting organs. (Spring 1988)

Jacki King, Broadcast Journalist, explored the problem of "Homelessness: A National Epidemic." She used her own experiences as a homeless person to underscore the far-reaching implications of homelessness and its effect on family life, employment possibilities, and society. (Spring 1988)

Cary Carson, Vice President of Research, Colonial Williamsburg Foundation, complemented the college's celebration of the Bicentennial of the Constitution with his presentation, "Looking Through the Williamsburg Window at the Constitutional Era." He discussed the museum as an educational source for teaching, learning, and evaluating social history. (Fall 1987)

Tom Van Groningen, Chancellor, Yosemite Community College District, suggested means for "Unraveling the Mysteries of Community College Finance." He explained sources and types of funding and ways in which funds are allocated to community colleges. He presented a comprehensive plan for integrating the budget process with planning for instruction, facilities, and services. (Fall 1987)

William Goldmann, Executive Assistant to the President (formerly Professor of History and Political Science), Pasadena City College, presented "Technology: Curse or Blessing." He discussed the essence and pathology of power in relation to specific technological advances and examined the effects of technology on the society, politics, and economy of the time. He suggested various media materials to illustrate the impact of technology across the disciplines. (Spring 1987)

Appendix 2 (continued)

Susan Berk, Management and Staff Development Consultant, discussed "Influencing Decision Making," offering faculty members insights into making long-range plans work by (1) assessing others' decision styles and behavior, (2) analyzing how decisions are made, (3) presenting information so that others will listen and take action, (4) handling controversial ideas, and (5) anticipating and forecasting decisions for the future. (Spring 1987)

William Shanks, Professor Emeritus of English, Pasadena City College, and former Hollywood film director, presented "Film: The Twentieth Century Art." He discussed motion pictures as valuable creative, artistic documents that record, develop, and transmit historical, social, philosophical, and psychological information of the past. He used clips of landmark films to explore the varied uses of film for the teaching of values. (Fall 1986)

Richard W. Paul, Professor of Philosophy and Director of the Center for Critical Thinking and Moral Critique, Sonoma State University, examined "Teaching Critical Thinking Across the Curriculum." He described the critical thinking movement, presented methods of teaching thinking skills and values across disciplines, and explored ways to help students develop intellectual and moral autonomy necessary for them to deal with complex contemporary issues. (Fall 1986)

Moshe F. Rubinstein, Professor of Engineering, School of Engineering and Applied Sciences, University of California, Los Angeles, presented strategies for "Problem Solving." He examined productive ways of tapping human imagination and logic to deal with professional and personal problems and addressed the dangers of relying solely on knowledge or special skills to solve problems. (Spring 1986)

Appendix 3

Science Lecture Series
1989-90

David Hurst, Series Coordinator

September 26
"The Search for Extraterrestrial Life"
Tom McDonough, SETI Coordinator, Jet Propulsion Laboratory

October 24
"Embarrassing Moments in Science"
Rick Guglielmino, Assistant Professor of Physics

November 28
"The Amazon Rain Forest"
Ron Harlan, Associate Professor of Biology

December 14
"Only Left-Handers Are in Their Right Minds"
Tom Rike, Assistant Professor of Biology

February 27
"The Greenhouse Effect"
Jean Lecuyer, Professor of Physics

March 27
"Science and Pseudoscience: The Facts Behind the Fiction"
Michael Shermer, Assistant Professor of Psychology, and Al Steckel

April 24
"Just Another Average Lecture"
Steve Marsden, Professor of Mathematics

May 22
"The Stuff Between the Stars"
David Hurst, Professor of Chemistry

Appendix 4

Humanities-Social Science Lecture Series
1989-90

Bart Edelman, Series Coordinator

September 28
"Who's Afraid of the Big Bad Debt?"
Mark Maier, Instructor of Economics

October 26
"Life Crises: Sources and Management"
Jeanne Cunningham, Professor of Psychology

November 16
"Children's Literature: An Education for Everyone"
Sue Brinkmeyer, Associate Professor of English

December 14
"The Wilderness Experience: A Guide to Self-Discovery"
Joe Puglia, Associate Professor and Counselor

February 22
"Asia, the Pacific Century: Cultural Traits and Economic Awakening"
Tom Potase, Assistant Professor of Computer Science

March 22
"Women's History Month" (topic to be announced)
Speaker(s) to be announced

April 26
"Chile: A Political Pictorial"
Carlos Ugalde, Assistant Professor of Latin American Studies

May 24
"Language Policy: English Only?"
Young Gee, Instructor of English as a Second Language

In-Service Instruction in Computer and Computer Use, 1988-89

Macintosh

Overview, word processing, graphics, introduction to *Excel*, *Microsoft Word*, desktop publishing and printing, advanced *Excel*, Macintosh trends (22.5 hours)

Stuart Stuple, Instructor of Computer Science/Information Systems

IBM

WordPerfect 5.0 (12 hours)

Linda Adkins, Instructor of Business

PageMaker and ***Designer*** desktop publishing and graphics (9 hours)

Steve White, Assistant Professor of Economics

Introduction to Spreadsheets (8 hours)
Introduction to Computers (32 hours)

Wally High, Professor of Psychology

Workshops, Series, and Short Courses Instructed by GCC Staff Members, 1988-89

"Everything You Always Wanted to Know (Maybe Even More Than You Ever Wanted to Know) About Critical Thinking" (8 hours)
"Just One More Time! Critical Thinking Across the Disciplines" (8 hours)
Bill Parker, Professor of Philosophy
Sharon Scull, Associate Professor of English

"Making Instructional Videos: From Story-boarding to Finished Product" (8 hours)
Mike Petros, Instructor of Television

"Diet Riot! A Weekly Noon Revolt Against Fad and 'Yo-yo' Dieting" (8 hours)
Yeimei Wang, Professor of Food and Nutrition Studies

"Loosen Up, Lighten Up" (2 hours)
Lynn McMurrey, Instructor of Dance

"Hotshot Editing and Composing: Eliminating the Trouble Spots in Written Communication" (6 hours)
"Hotshot Editing: The Parting Shot" (1-1/2 hours)
"Strategies for Teaching Writing Across the Disciplines" (1-1/2 hours)
"How to Help ESL Students Write Clearly: A Cross Disciplinary Approach" (1-1/2 hours)
Susan Brinkmeyer, Associate Professor of English

"Healthy Heart" (2 hours) and
"Cardiopulmonary Resuscitation (CPR) - Red Cross Certificate Course" (8 hours)
Kyle Van Amersfort, Instructor of Health

"Brainstorming Session: All About Innovative Projects Grants" (1 hour)
Sharon Scull, Staff Development Officer

Glendale Community College *Staff Development*

INNOVATIVE PROJECTS GRANT APPLICATION 1989-90

Name(s)_____Starting date_____
Social Security Number(s)_____
Title of project_____
_____
Expected benefit to the institution_____
_____
_____
Funding requested: (hourly rate) $_____ x ____ hours = $_____

Awards are stipends (not hourly rate payments for time worked); however, amounts requested must be justified by an estimate of the number of hours required to complete the project. Stipends may not exceed 48 hours of instructor (for faculty and administrators) or classified hourly pay. The Staff Development Advisory Subcommittee determines amounts of awards. Funds are released as follows: 25% on approval of the project; 75% at completion of written evaluation of project. **All projects must be completed by June 1, 1990.**

Examples of possible meritorious projects that would benefit the institution as a whole are (1) preparating a staff development course; (2) developing a method to streamline college operations; (3) undertaking classroom- or services-based research; (4) completing an educational project with broad application; and (5) researching and preparing an externally funded grant proposal. Projects are not limited to these examples; each proposal is evaluated on the basis of its value to institutional operations and/or the instructional process.

PROPOSAL FORMAT

Attach to this completed form a separate single-spaced, typed narrative page that identifies and discusses (1) the educational or institutional **program, service, or problem** that will be addressed; (2) the **persons or groups who will be served or benefited** by the project; (3) the **objectives** to be **achieved and the means that will be used to measure effectiveness** of the project; (4) the **activities that will be carried out to accomplish set goals**; and (5) the **application** of the project. **Please use two-sided duplicating to conserve paper.**

EVALUATION AND DISSEMINATION

Grant recipients will be expected to disseminate the results of their endeavors through written evaluations, which the Staff Development Officer will distribute to members of the Staff Development Advisory Subcommittee, the Superintendent-President, the appropriate Vice President, and the Board of Trustees. Brief summaries of projects will be published for the benefit of all employees.

If my proposal is approved, I agree to the terms and conditions stated above.

_____
Signature

Date:_____

Place 15 copies of typed application and proposal in Sharon Scull's mailbox by April 10, 1989.

Glendale Community College *Staff Development*

INNOVATIVE PROJECTS GRANTS
1989-90

INSTRUCTIONS FOR FINAL REPORT

Innovative projects must be completed by June 1, 1990 so that final payments of grant stipends may be made before the end of the semester; otherwise the money will revert to the general fund. The final report should be completed as follows:

1. **The report must be typed.**

2. **The completed cover sheet should be the first page of the report.**

3. **Use two-sided duplicating to conserve paper and space. Note the numbers of copies required for each part of the report.**

Please address the following in your final report:

1. **Provide 20 copies of the cover sheet that includes a typed, single spaced, abstract of the project. Describe the proposal and the activities which were actually carried out to bring the project to completion. Explain any adjustments in the scope of the project. The abstract will be disseminated to the Staff Development Advisory Subcommittee, the President-Superintendent, the appropriate Vice President, and the Board of Trustees and will be included in staff development publications.**

2. **Provide 15 copies of a typed, single spaced, two- to five-page detailed evaluation of the project, the results obtained, the application expected, and the benefit to the institution. Include information regarding which activities were effective and which were not (to help others undertaking new projects). Attach copies of any short documents (e.g., survey, position profile, etc.) that you agreed to produce. The detailed evaluation will be disseminated to the Staff Development Advisory Subcommittee.**

3. **If you agreed to produce an external grant application or a videotape, attach 1 copy. Longer documents and videotapes will be available for examination by all staff.**

Glendale Community College *Staff Development*

INNOVATIVE PROJECTS GRANT - 1989-90

Final Report

Name(s)_____

Title of Project_____

Starting Date_____ **Completion Date**_____

Abstract

_____

Signature

Grantfm.fin 4/24/89

Appendix 8

INNOVATIVE PROJECTS GRANTS, 1988-89

GCC Transfer Manual

Arnulfo Casillas, Transfer Center

The proposal addressed the need to provide a transfer information resource manual for students and staff since awareness of transfer issues and timing are crucial to the transfer game. While the Transfer Center is the focal point for centralizing transfer information in the sense that university representatives seek us out first, we find ourselves with the burden of sharing this knowledge with the college community. Transfer, after all, is a major institutional goal that not only involves students but also all college staff, as well. Because the Transfer Center lacks the staff to impart detailed information to each student, the *Transfer Manual* is a valuable resource for its primary student clients, as well as counselors, instructors, and classified staff who see students first.

The outline for the *Transfer Manual* is based on (1) basic transfer information students need to know in order to transfer successfully; (2) common questions students ask and topics frequently discussed in counseling sessions; and (3) other information I felt would be beneficial in the transfer process.

The research resulted in updating and expansion of handouts and outlines I had previously developed. However, certain sections, like "Transfer Tips," were completely rewritten. Many of the topics were not documented; therefore, they are newly developed materials. As a supplement, I developed a "University Data Survey," which was handled by the Transfer Center Receptionist, Edith Fioravanti, who also followed up on non-respondents. Articulation Officer Dave Mack provided the sections on university admissions policies.

The first draft will be expanded considerably this summer, and I will use desk top publishing skills to produce the manual, which will be distributed early in the fall. I hope to provide it free or at least for a very nominal price.

A Study of Adjunct Theatre Projects in Southern California Community Colleges

Kenneth R. Gray, Drama

This two-part study involved exploring the theatre arts programs at various Southern California Community Colleges, viewing productions, and discussing programs with instructors and technicians. From this exploration, criteria were developed for selecting institutions for closer scrutiny. The programs had to be respected by academic theatre professionals, supported by their local community, and have facilities and staffing similar to those at Glendale Community College. Since a large drama faculty is not a reality in the foreseeable future at GCC, a curricular conservatory seemed out of the question. Therefore, the three institutions selected each have or have had adjunct performance groups supported by their own means and limited direct funding from the parent institution. They are Rancho Santiago Community College, once aligned with the Grove Shakespeare Festival; Saddleback Community College, with its Summer Stock Program; and Alan Hancock Community College, with its Pacific Conservatory of the Performing Arts.

Alternate methods for developing a part-time faculty, encouraging community involvement, utilizing professional actors and technicians as a part of the training of theatre students, funding the production schedule, and reorganizing classes and training curriculum were a part of the experience gathered in this study. This experience will be used to build a conservatory program for performance and technical theatre students at Glendale Community College.

Appendix 8 (continued)

INNOVATIVE PROJECTS GRANTS, 1988-89

Merger Game
Jean Taylor, Business

The merger game is a simulation of the corporate acquisition process. The purpose of the game is to enhance students' understanding of this process. The game was designed for use in the Introduction to Business course (BA 101).

The activities carried out to complete the merger game project included (1) drafting a basic design for the game and preparing game pieces to be used in testing the basic design, (2) testing the game in two different BA 101 classes scheduled in different time blocks, (3) revising the game design and preparing a final draft of game pieces, and (4) preparing the innovative proposal report.

The scope of the completed project was essentially identical to the original proposal. The only deviation from the proposal was abandoning the use of a commercial printer to prepare game pieces. Commercial printing far exceeded the budget allocation. The number of hours spent preparing the project also exceeded the proposal. Twenty hours were originally estimated for preparing the game, but nearly twice that amount of time was actually needed.

Introduction and Repair of Advanced Composite Structures
Gordon Layton, Aviation

The purpose of this grant was to research the materials and processes involving advanced composite structures to be used in a planned structural repair course. This course will provide the student with knowledge and practical application necessary to inspect and make "return to service" quality repairs.

I visited several repair facilities and supply vendors of composite structures and materials, observing the various methods and techniques, as well as the tools and equipment used in both manufacture and repair. After several interviews, I decided that the course should be offered in two parts, Basic Composites and Advanced Composite Structures.

The aviation division purchased a deep freezer and I have received a donation of a substantial amount of advanced composite materials requiring refrigerated storage. The division has also just purchased a state-of-the-art hot bonder repair kit. The purchase of the kit includes a three day training session to be conducted on the campus for all of the division's instructors.

I believe that enough information has been gathered to teach a meaningful course in Basic and Advanced Composite structures.

Appendix 8 (continued)

INNOVATIVE PROJECTS GRANTS, 1988-89

Early Identification of Students' Failure Potential in Registered Nursing Program/State Board Examination

Chris Rodemich and
Linda McDermott, Nursing

This proposal was developed in response to a need identified by the Allied Health Department to determine causative factors affecting registered nursing student state board performance. Primary goals were to improve admission criteria and to modify the current screening process for student admission to the program. Another objective was to enhance retention through early identification of obstacles to student success. Increased interdepartmental cooperation between Allied Health and other departments also became a priority in order to facilitate optimum student achievement.

Our initial activity was to review several hundred student records and extract data that were pertinent to the study. These data were evaluated and compared with board results and N.L.N. test scores over the past five years in order to determine possible variables affecting student performance. A computer program was developed specifically for this study and the data were entered. Through networking with other departments, we were referred to Scot Spicer, who works with institutional research. Several meetings occurred with Scot in which our research plan was developed.

Through the record review process and discussion/meetings with nursing faculty, we were able to identify areas of concern that could be addressed simultaneously with the statistical analyses. Numerous activities resulted from this study: interdepartmental faculty meeting with the Learning Center and entire Allied Health Department; meeting with Biology Department; development of Allied Health Retention Committee; development of new student referral process by Allied Health, the Learning Center, and Counseling; meetings with the Health Center concerning an assertiveness workshop; and increased interdepartmental participation in the nursing student orientation meeting. Mini workshops in assertiveness training and public speaking were included in Nursing Fundamentals, and content was expanded in Mental Health/Psychiatric Nursing courses. The nursing counselor was invited to visit Glendale Adventist Medical Center to observe student clinical experiences.

Several unexpected adjustments were necessary, especially in data collection and analyses. Originally, student data were to be collected from a central data bank on the main computer and accessed through a modem at home. However, much of the necessary data was not on line and needed to be entered. In addition, direct access to the mainframe from a home computer was not possible. The scope of the study was adjusted also because of lack of availability of data. We did select pertinent variables for current analyses. As soon as the data are received, we will process it and conclude our evaluation.

CONTRACT FACULTY SCHOLARLY RESEARCH GRANT APPLICATION
1989 ACADEMIC YEAR

Name_____ Date_____
Subject of research_____
_____
Expected benefit to the instructional process_____
_____
_____
_____
Teaching load to be reduced by 3 units during _____Fall 1989 _____Spring 1990

Conditions of Award:

1. The recipient must be contract faculty.
2. Funding must be applied to reduce recipient's regular teaching load by three units during the period of the grant to provide time for scholarly research related to current teaching responsibilities.
3. **The award may not be taken as overload pay.**
4. The award may not be used to develop new courses, a task considered part of regular professional responsibilities.
5. The recipient is expected to disseminate the results of his/her endeavors **by June 30, 1990,** as follows:
   a. Submit a paper to a professional journal for possible publication **or** submit a proposal for a presentation at a conference.
   b. Prepare a 500-word abstract or summary of the paper for dissemination at the college.
   c. Present highlights of research and/or projected teaching applications at a lecture; e.g., faculty lecture series, classroom, or conference.
   d. Send to the Staff Development officer: (1) 15 copies of the abstract (or summary) of the completed paper for distribution to the Advisory Subcommittee, the Superintendent/President, the appropriate Vice President, and the Board of Trustees and (2) 2 copies of the full-length paper, one for staff development files and one to be kept on file as a faculty resource in the Learning Center.

To the Staff Development Advisory Subcommittee:

If I am awarded the Faculty Scholarly Research Grant, I agree to the above conditions.

Signature_____ Date_____

Proposal Format

Complete this form and attach a separate single-spaced, typed narrative (not to exceed two pages) that identifies and discusses the (1) subject to be researched; (2) need for the research in current teaching responsibilities; (3) activities planned to accomplish set goals and the means that will be used to measure effectiveness of the project; (4) institutions (libraries, universities, etc.) where the research may be undertaken; (5) possible value of the research to the educational community.

Place 14 copies of application and proposal in Sharon Scull's mailbox by April 10, 1989.

1988 SCHOLARLY RESEARCH GRANT

Final Report Summary
Cover Sheet

Instructions: Submit 15 copies each of the completed research paper (use double-sided printing to reduce bulk), the 500-word abstract or summary of the paper that will be disseminated at the college, and the completed Final Report Summary. Send materials to the Staff Development Officer.

Name_____ **Date**_____

Title of research project_____

Title of paper submitted for publication_____

_____

Professional journal to which paper was submitted_____

_____

Date of submission_____

Current status: Accepted_____ **Under review**_____ **Rejected**_____

Alternative journals to which paper will be submitted, if required_____

_____

_____

Arrangements made to present highlights of research at lecture:

Faculty lecture series_____ **(Specify type and date)** _____

_____

Classroom_____ **(Specify course, context, date, time, and location)**_____

_____

Other_____ **(Specify details)** _____

_____

_____
Signature

Place 14 copies of application and proposal in Sharon Scull's mailbox by April 10, 1989.

Appendix 10

GLENDALE COLLEGE FACULTY LECTURE OUTREACH SERIES

Leonard De Grassi, Series Coordinator

"Education and the Market Place"
Steve White, Assistant Professor of Economics (January)

"The Just, Generous, and Prosperous System: Free Enterprise"
Richard Williams, Associate Professor of Political Science (February)

"The Demonic in Opera"
David White, Instructor of English (March)

"Women in Art"
Kathy Burke-Kelly, Instructor of Art (April)

"How Safe Are the Skies?"
Bill Mallory, Professor of Applied Science and Michael Thomas, Psychologist (May)

Appendix 11

HUMANITIES PARTNERSHIP PROGRAMS

Susan Brinkmeyer, Partnership Coordinator

"Poetry--A Window to the World"
Susan Brinkmeyer, Associate Professor of English

"Dance--From Primitive to Jazz"
Lynn McMurrey, Instructor of Dance

"What's in a Name?"
"Of Heaven and Earth"
Angelo Montante, Assistant Professor of History

"Children's Theater--Not Just for Children Anymore"
Ken Gray, Associate Professor of Theatre Arts

"The Renaissance Band"
Ted Stern, Assistant Professor of Music

"Poetry of Light"
Leonard De Grassi, Professor of Art

"Who, Me? Dance and Act?"
Ken Gray and Lynn McMurrey

Glendale Community College *Staff Development*

Complete and return this form with the *typed* district conference request.
This form must be *typed*. It will become part of a permanent record.

Conference/Seminar/Travel Request

Name_____

Title of Conference/Seminar_____

Location_____

Date(s)_____

Purpose of attendance (check appropriate blanks):
_____ **Presenter (attach copy of abstract)**
_____ **Moderator/Session Chair**
_____ **Maintain currency in field**
_____ **Update training/skills/expertise**
_____ **Exchange of information**

How do you expect your attendance to

1. benefit the institution?

2. improve instructional services and student outcomes?

_____
Signature

Date_____

Glendale Community College *Staff Development*

Please complete and return this form with a copy of the district conference report. This form must be *typed*. It will become part of a permanent record.

Evaluation of Conference/Seminar

Name_____

Title of Conference/Seminar_____

Location_____

Date(s)_____

1. How do you plan to use the information gained from the conference/seminar?

_____ **share with colleagues**
_____ **present in class lecture (list course)**_____
_____ **revise course content (list course)**_____
_____ **change teaching techniques**
_____ **change college operational procedures (specify)**_____
_____ **improve service area (specify)**_____
_____ **other (specify)**_____

2. What institutional benefit could ensue from your participation or attendance?

_____ **networking with new contacts with other institutions**
_____ **ideas for research, publication, or grant proposal**
_____ **broadened scope of knowledge in subject or assignment area**

3. How might your attendance improve the delivery of educational services?

_____ **improve teaching**
_____ **streamline operations (e.g., registration, financial aids, etc.)**
_____ **improve counseling/advisement**
_____ **other (specify)**

4. How might your attendance improve student outcomes?
_____ **enhance intercultural understanding**
_____ **improve critical thinking ability**
_____ **increase knowledge of computer use**
_____ **lessen test anxiety**
_____ **improve ability to plan or forecast**
_____ **increase knowledge of interdisciplinary connections**
_____ **improve study skills or learning techniques**

Glendale Community College *Staff Development*

Application for Tuition Support for Retraining
Form must be typed

Name_____ Date_____
(Check one) Member of ____Instructional, ____Classified, ____Administrative Staff

Tuition support may be provided in the following instances: (check the one that applies)
_____ Retraining is required because the subject or assignment area is obsolete
_____ Retraining is undertaken at the supervisor's request (e.g., employee might be more useful to the institution in another capacity)
_____ Upgrading of training or skills is necessary to remain current in the field
_____ Recertification requires completion of specific programs

Annual support is limited to the equivalent of 48 hours of hourly pay. Tuition fees per unit should not exceed those charged by public institutions. **If faculty training is mandatory, teaching faculty required to undertake substantial courses of study approved by the appropriate vice president may request an hourly replacement for one three-unit course in lieu of tuition reimbursement for completed courses.** If training is advisable, support is limited to reimbursement of fees after completion of courses. Tuition for short courses to maintain currency in a vocational field may be advanced. Support is not available for training undertaken solely for salary advancement or earning a degree.

Type of support requested:
_____ Hourly replacement costs for one three-unit course for _____semester 19___
_____ Tuition reimbursement in the amount of (actual costs) $_____
_____ Tuition advance for short course $_____

Goal: (Explain in a short paragraph **on the back of this form** why you are undertaking the training, and state how the institution will benefit and student outcomes will be affected.)

Courses for which support is requested (list each course number, title, fee, and beginning and ending dates)

Institution where work will be undertaken_____
Location of short course_____

_____
Signature

Approval of Supervisor:

_____ Training is advisable
_____ Training is mandatory
_____ Replacement for one course is approved

_____
Date:_____

Approval of Vice President
(required for mandatory training)

_____
Date:_____

3/22/89; rev. 6/6/89; rev. 7/18/89

Please complete and return this form with a copy of the district conference report.
This form must be *typed*. It will become part of a permanent record.

Evaluation of Training/Retraining

Name_____

Course Title_____

Location_____

Date(s)_____

1. How do you plan to use the information gained from the training/retraining?

_____ **share with colleagues**
_____ **present in class lecture (list course)**_____
_____ **revise course content (list course)**_____
_____ **change teaching techniques**
_____ **change college operational procedures (specify)**_____
_____ **improve service area (specify)**_____
_____ **other (specify)**_____

2. What institutional benefit could ensue from the training/retraining?

_____ **networking with new contacts with other institutions**
_____ **ideas for research, publication, or grant proposal**
_____ **broadened scope of knowledge in subject or assignment area**

3. How might this training/retraining improve the delivery of educational services?

_____ **improve teaching**
_____ **streamline operations (e.g., registration, financial aids, etc.)**
_____ **improve counseling/advisement**
_____ **other (specify)**

4. How might the training/retraining improve student outcomes?

_____ **enhance intercultural understanding**
_____ **improve critical thinking ability**
_____ **increase knowledge of computer use**
_____ **lessen test anxiety**
_____ **improve ability to plan or forecast**
_____ **increase knowledge of interdisciplinary connections**
_____ **improve study skills or learning techniques**
_____ **remain current in field**

4/4/89

_____
Signature

District-Funded Staff Development Budget
1988-89

Total allocation		**$55,956**
Instructors' hourly salaries (in-service instruction; released time for Staff Development Officer)	**$ 8,486.**	
Instructors' stipends (grants)	16,000.	
Classified hourly salaries (extra help)	344.	
Classified stipends (grants)	2,000.	
Supplies	2,363.	
Contract lecturers (consultants, seminar and retreat leaders, and guest speakers)	12,000.	
Mileage	500.	
Conferences (retreats, off-campus seminars, and mini-retreats)	14,263.	
Total projected expenses		**$55,956**

Notes:

1. **Expected augmentation of the 1989-90 district budget by AB 1725 is $58,771 (estimated).**

2. **The 1989-90 AB 1725 Human Resources Plan and the AB 1725 Report of Activities for the period February 1 - June 30, 1989, will be available in September 1989.**

ERIC Clearinghouse for Junior Colleges
NOV 17 1989